BF.II   High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.

1. **Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):**

	Graduation Rates					
	Students with Disabilities			All Students		
Year	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate	Gap (All – Spec Ed)
1998-1999	3,966	7,470	53.1%	52,466	78.3%	25.2%
1999-2000	4,451	8,331	53.4%	52,779	80.1%	26.7%
2000-2001	4,880	8,021	60.8%	54,111	81.4%	20.6%
2001-2002	5,285	8,125	65.0%	54,510	82.4%	17.4%
2002-2003	5,636	8,076	69.8%	56,477	84.0%	14.2%

Sources: Students with Disabilities data from Screen 12 of Core Data as of 02/26/04, All Students data from http://dese.mo.gov/schooldata/four/000000/gradnone.html) as of 01/29/04.
Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.
Formulas (see below for description of differences in calculations):
o   Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
o   All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100
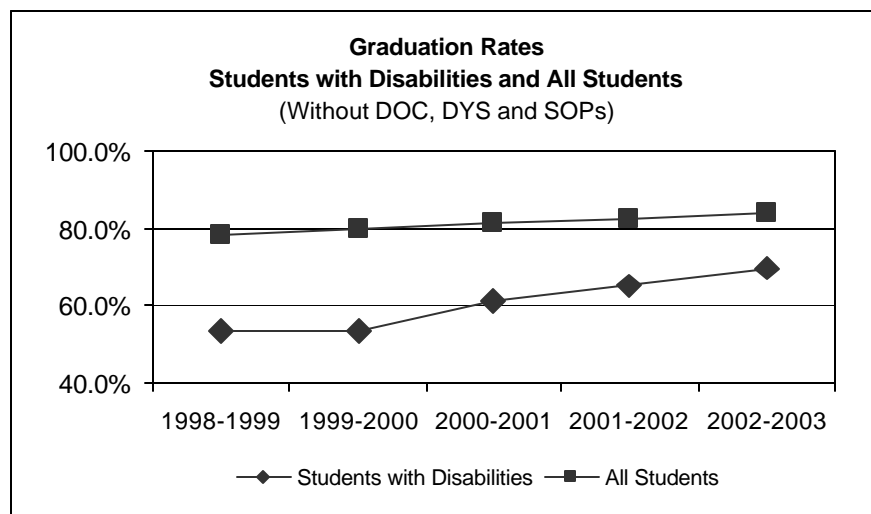

Graduation Rates
Students with Disabilities and All Students
(Without DOC, DYS and SOPs)

Dropout Rates					
	Students with Disabilities			All Students	
Year	Number of Dropouts	Child Count Age 14-22	Dropout Rate	Number of Dropouts	Drop Out Rate	Gap (All – Spec Ed)
1998-1999	3,504	38,448	9.1%	12,323	4.8%	4.3%
1999-2000	3,880	40,354	9.6%	11,714	4.5%	5.1%
2000-2001	3,141	41,542	7.6%	11,080	4.2%	3.3%
2001-2002	2,840	43,332	6.6%	9,621	3.7%	2.9%
2002-2003	2,440	44,870	5.4%	9,056	3.4%	2.1%

Sources: Students with Disabilities Data from Screen 12 of Core Data as of 02/26/04. All Students Data from http://dese.mo.gov/schooldata/four/000000/gradnone.html) as of 01/29/04
Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.
Formulas (see below for explanation of differences in calculations):
o   Students with Disabilities Dropout Rate: Number of dropouts / Total child count ages 14-22
o   All Students Dropout Rate: Number of dropouts divided by average enrollment (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by 2).
o   Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Know to be Continuing and Dropped Out

Dropout Rates
Students with Disabilities and All Students
(Without DOC, DYS and SOPs)
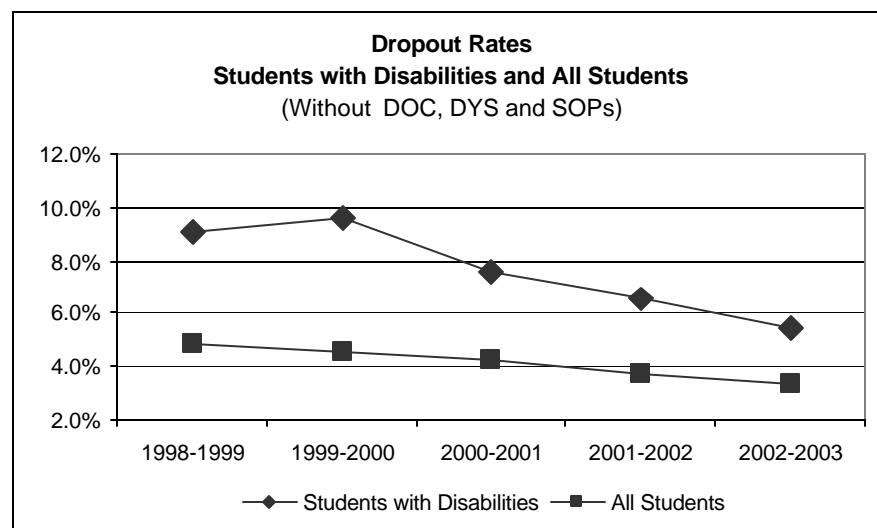
Calculations differ for students with disabilities and all students due to the following:

Difference in Calculations/Reporting	Students with Disabilities	All Students
Collection method	Screen 12 of Core Data by district and age	Screen 13 of Core Data by building and grade level
Exiters Reported by	District paying tuition, generally	District/Building of attendance, generally
Graduation rate calculations	Cohort dropouts not available due to collection by age, uses total number of dropouts that school year instead	Cohort dropouts available due to collection by grade level
Dropout rate calculations	Average enrollment not collected for students with disabilities, uses 14-21 child count instead	Average enrollment is collected for all students
State Operated Programs	Data excluded when comparing rates for students with disabilities to rates for all students because prior to 2003-04, State Operated Programs did not report data on Screen 13 which is where data for all students is reported.	Prior to 2003-04, State Operated Programs did not report on Screen 13, so were not included in the total for all students

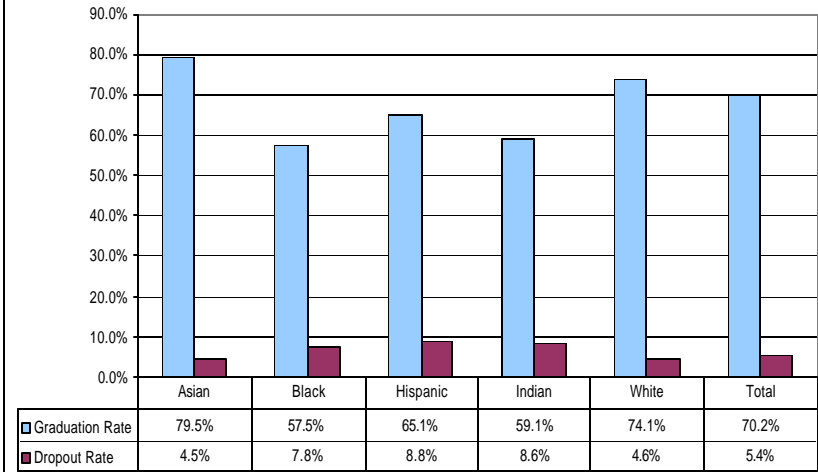| Students with Disabilities* Counts of Exiters by Exit Category						
Exit Category	2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	%
Graduated	4,880	60.8%	5,285	65.0%	5,636	69.8%
Received Certificate	200	2.5%	119	1.5%	69	0.9%
Reached Maximum Age	20	0.2%	11	0.1%	18	0.2%
Moved, Not Known to be Continuing	869	10.8%	687	8.5%	387	4.8%
Dropped Out	2,052	25.6%	2,023	24.9%	1,966	24.3%
Total Dropouts	3,141	39.2%	2,840	35.0%	2,440	30.2%
Total Graduates and Dropouts	8,021	100.0%	8,125	100.0%	8,076	100.0%

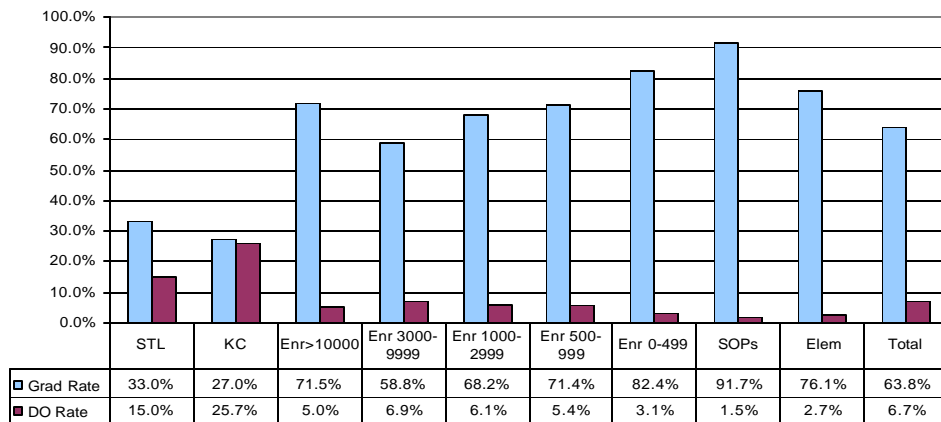Source: Screen 12 of Core Data Collection System as of 02/26/04
* Without SOPs, DOC and DYS

Child Count and Dropout Percents
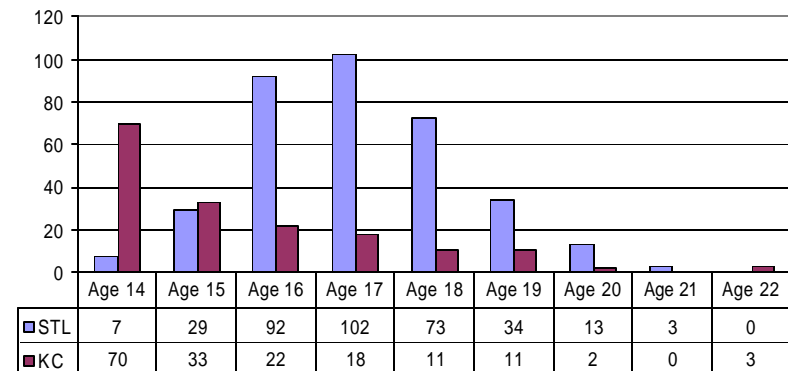## 2003 IEP Students by Disability Category
(excludes DOC and DYS)

	MR	ED	SP	OI	PS	BL	HI	DF	LD	OHI	DB	MD	AU	TBI
CC% by Dis	12.2%	8.0%	3.8%	0.4%	0.2%	0.3%	0.6%	0.4%	64.1%	7.8%	0.0%	0.8%	1.1%	0.4%
DO% by Dis	13.0%	16.7%	2.0%	0.7%	0.1%	0.2%	0.3%	0.2%	61.0%	4.8%	0.1%	0.5%	0.3%	0.1%
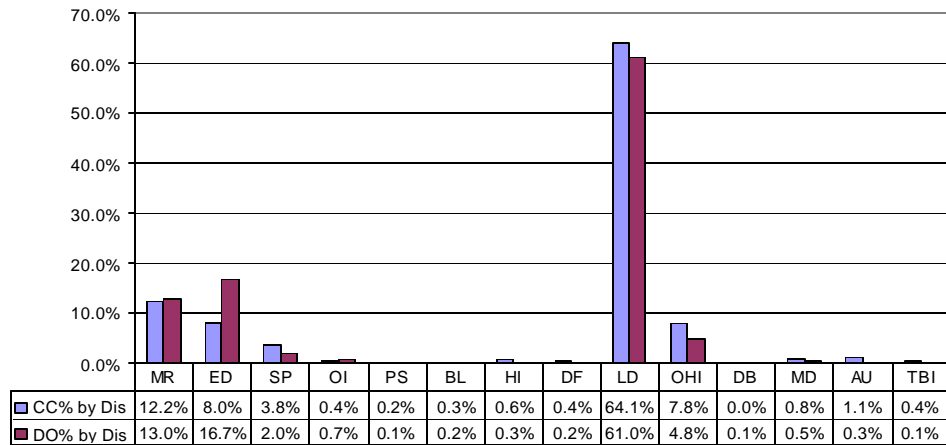
Graduation and Dropout Rates
2003 IEP Students by Race
(excludes DOC and DYS)

	Asian	Black	Hispanic	Indian	White	Total
Graduation Rate	79.5%	57.5%	65.1%	59.1%	74.1%	70.2%
Dropout Rate	4.5%	7.8%	8.8%	8.6%	4.6%	5.4%

Graduation and Dropout Rates
2003 IEP Students by District Groupings

	STL	KC	Enr>10000	Enr 3000-9999	Enr 1000-2999	Enr 500-999	Enr 0-499	SOPs	Elem	Total
Grad Rate	33.0%	27.0%	71.5%	58.8%	68.2%	71.4%	82.4%	91.7%	76.1%	63.8%
DO Rate	15.0%	25.7%	5.0%	6.9%	6.1%	5.4%	3.1%	1.5%	2.7%	6.7%

St. Louis City and Kansas City
2003 IEP Dropout Counts by Age

	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20	Age 21	Age 22
STL	7	29	92	102	73	34	13	3	0
KC	70	33	22	18	11	11	2	0	3

Monitoring Data:

Secondary Transition 3 -- The percentage of students with disabilities graduating with a regular diploma will increase.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	19					21.3%
2002-2003	80	19					23.9%

Dropouts 1 -- Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	33					37.1%
2002-2003	80	37					46.2%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.
Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Graduation rates have been increasing for both students with disabilities and all students over the past five years, and the rate for students with disabilities has been increasing at a rate that is narrowing the gap between them and all students. Similar trends are seen for dropout rates where rates are decreasing and the gap is narrowing. Looking across all special education graduates and dropouts, an encouraging trend shows the percent graduating is increasing and the percent dropping out is decreasing.

Further analysis of dropout data show that the highest percent of dropouts are students with specific learning disabilities (LD), however the LD percent of dropouts is actually less than the LD percent of special education child count. Another interesting finding is that Emotional Disturbance (ED) percent of dropouts is more than twice the ED percent of child count. This suggests that LD and ED dropouts should be focus areas for the state due to the large number of LD dropouts and the high propensity for ED students to drop out. Data also show that dropout and graduation rates differ between racial/ethnic groups, with the Black population having the lowest graduation rate and among the highest dropout rates.

Interesting differences are seen when districts are grouped by size of enrollment, but the areas of greatest concern appear to be the two large urban school districts in the state, Kansas City and St. Louis City. When dropout data is further disaggregated for Kansas City and St. Louis City, it is apparent that the two urban areas have very different issues. Kansas City is losing students at younger ages, primarily ages 14 and 15, while St. Louis City is losing students at older ages, primarily ages 16 and 17.

Monitoring data show that many districts are not meeting the performance standards for increasing graduation rates and decreasing dropout rates. Districts are required to submit assurance statements regarding implementation of a plan designed to address the low performance.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):
State performance targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the improvement plan which was submitted in July 2003.

In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:
- Increasing trend with a minimum of 65% graduation rate
- Decreasing trend with a maximum of 9.7% dropout rate

These conditions were not considered to be targets; rather they were minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):
Clear progress is being made in increasing graduation rates and decreasing dropout rates for students with disabilities. The improvements are most likely due to a combination of many activities which include:

- Training and technical assistance to districts. Virtually all trainings conducted by Division of Special Education staff touch on transition training, either from an effective practice, compliance or data analysis/reporting standpoint.   Additional trainings can be found in the table below.

- Use of exit data for monitoring. Holding districts accountable for students with disabilities has increased awareness of the need for good transition planning.

- More accurate reporting of data. Each year, districts are provided with a five-year data summary which includes graduation and dropout data. Seeing trends and knowing that the data is used for monitoring has encouraged more accurate reporting.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Secondary Transition Symposium	1 (two day training	157	394	Participants in addition to LEAS included Vocational Rehabilitation, Community Rehabilitation Program (CRP)/Supported Employment Service Provider (SESP), Centers for Independent Living and Vocational-Technical programs.

Special Education Consultants at the Regional Professional Development Centers (RPDCs) will be working with districts to drill down and analyze data in order to determine root causes of low performance in secondary transition. Based on the data and system analysis, professional development plans will be developed specific to the needs of each district.

4. Projected Targets:

Benchmarks and targets were established during Missouri's improvement planning process. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

	Missouri Improvement Plan		
Year	Statewide Progress	Graduation Rate	Dropout Rate
2004-05	Benchmark	71.0%	5.3%
2007-08	Target	80.0%	3.8%

Source: Missouri Special Education Improvement Plan, July 2003

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under Cluster Area V: Secondary Transition (BT)